Redbank Plains State High School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose
Redbank Plains State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and Data Review
Redbank Plains State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2012.

A review was undertaken of the following important data sets for this school relating to attendance, unexplained absences, cancellations, suspensions, BICs and exclusions, behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and Behaviour Statement
All areas of Redbank Plains State High School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, expectations for student behaviour are clear, assisting Redbank Plains State High School to create and maintain a positive and productive learning and teaching environment. All school community members also have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following core school values and expectations to develop a culture of high standards of responsible behaviour:
- Respect
- Excel
- Attend
- Learn

Our school values and expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. Redbank Plains State High School emphasises the importance of directly teaching students the behaviours to be demonstrated at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of the four schoolwide expectations. The Schoolwide Expectations Teaching Matrix below outlines the agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:
- REAL lessons conducted by classroom teachers;
- reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities;
- publication in school diary, newsletter, website and signage throughout the school.
### SCHOOLWIDE EXPECTATIONS TEACHING MATRIX – PART A

<table>
<thead>
<tr>
<th><strong>CLASSROOM</strong></th>
<th><strong>CRC/ASSEMBLY</strong></th>
<th><strong>SCHOOL GROUNDS</strong></th>
<th><strong>CANTEEN</strong></th>
</tr>
</thead>
</table>
| **Respect** | • Wear full school uniform including totally black leather lace up shoes  
• Line up and remove hats and place all electronics in your bag before quietly entering class  
• Follow staff directions  
• Use appropriate verbal and non-verbal language  
• Keep hands off others and their belongings  
• Respect the teaching  
• Respect the learning of other students  
• Respect the learning environment and leave the classroom clean and tidy | • Wear full school uniform including totally black leather lace up shoes  
• Mobile phones switched off and out of sight  
• Remove hats before entering the CRC  
• Follow staff directions  
• Use appropriate verbal and non-verbal language  
• Keep hands off others and their belongings  
• Respect the teaching  
• Respect the learning of other students  
• Respect the learning environment and leave the classroom clean and tidy | • Wear full school uniform including totally black leather lace up shoes  
• Follow staff directions  
• Use appropriate verbal and non-verbal language  
• Keep hands off others and their belongings  
• Respect the teaching  
• Respect the learning of other students  
• Respect the learning environment and leave the classroom clean and tidy | • Wear full school uniform including totally black leather lace up shoes  
• Follow staff directions  
• Use appropriate verbal and non-verbal language  
• Keep hands off others and their belongings  
• Respect the teaching  
• Respect the learning of other students  
• Respect the learning environment and leave the classroom clean and tidy |
| **High performance** | • 100% completion of assessment  
• Give all classroom, homework and assessment tasks your best effort  
• Persist and strive to achieve excellence | • Support high performance presented on assembly  
• Appropriately acknowledge all performers | • Move promptly along walkways | • Years 8-11 line up in two lines on the right hand side of the walkway  
• Year 12 line up in two lines in the senior area  
• Place rubbish in bins  
• Avoid loitering around the canteen |
| **Be at school all day everyday** | • 100% attendance in class  
• Be in the right place at the right time  
• Be punctual  
• Obtain written permission to leave the classroom | • Sit with your Access class  
• Be in the right place at the right time  
• Be punctual  
• Obtain written permission to leave assembly | • Be in the right place at the right time  
• Be punctual  
• During class your written permission must be carried at all times and presented upon request | • Be in the right place at the right time  
• Stay in the queue in the order you arrived |
| **Be an active learner** | • Attend all lessons  
• Fully engage in classroom activities through positive interactions  
• Be organised with all required materials  
• Be responsible for your learning | • Look at and actively listen to the presenters | • Stay quiet when using the walkways during class time | • Prepare your money before entering the line  
• Be patient  
• Model appropriate behaviour |
<table>
<thead>
<tr>
<th>COURTS &amp; OVAL</th>
<th>EXCURSIONS</th>
<th>TO &amp; FROM SCHOOL</th>
<th>IN THE COMMUNITY</th>
<th>VIRTUAL COMMUNITY</th>
</tr>
</thead>
</table>
| *Wear full school uniform including totally black leather lace up shoes*  
*Follow staff directions*  
*Use appropriate verbal and non-verbal language*  
*Keep hands off others and their belongings*  
*Keep the environment clean and tidy*  
*Be sun safe*  
*Wear full school uniform including totally black leather lace up shoes*  
*Use appropriate verbal and non-verbal language*  
*Keep hands off others and their belongings*  
*Keep the environment clean and tidy*  
*Be polite to members of the public and wider school community* | *Hand in money and permission notes by the due date to the appropriate person*  
*Represent the school with pride*  
*Follow transport rules and regulations*  
*Engage only in school approved activities*  
*Play games and use equipment appropriately* | *Wear full school uniform including totally black leather lace up shoes*  
*Use appropriate verbal and non-verbal language*  
*Keep hands off others and their belongings*  
*Keep the environment clean and tidy*  
*Represent the school with pride*  
*Use appropriate verbal and non-verbal language*  
*Be considerate on public transport*  
*Keep hands off others and their belongings*  
*Keep the environment clean and tidy*  
*Be polite to members of the public and wider school community* | *Showcase the school by engaging in outside community activity and events*  
*Appropriately liaise with the business community*  
*Represent the school in sporting events*  
*Engage in online activities at the correct time*  
*Model appropriate behaviour*  
*Report inappropriate, disrespectful or hurtful use of digital technologies* | *Represent the school with pride*  
*Use appropriate verbal and non-verbal language*  
*Be a safe, responsible and ethical online citizen*  
*Follow the privacy laws and perform with integrity* |
Redbank Plains State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- A section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- School Wide Positive Behaviour Support members’ sharing information and successful practices with staff and parents
- Induction programs in the Redbank Plains State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Case Management of individual students
- Regular meetings of the Youth Services Team to initiate and review support programs
- Individual Learning Plans (ILP) developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing Expected School Behaviour

At Redbank Plains State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and recognition.

Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing Low-level and Infrequent Problem Behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

RPSHS’s preferred way of re-directing low-level problem behaviour is to ask students how they might be able to meet our ‘REAL’ (Respect, Excel, Attend, Learn) expectations. This encourages students to reflect on their behaviour, evaluate it against expected school behaviour, and plan how behaviours could be modified to align with the expectations of our school community.

Targeted Behaviour Support

Each year a small number students at Redbank Plains State High School are identified through data as needing targeted behavioural support. In some cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of the behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Redbank Plains State High School provides a suite of programs of support. These include, but are not limited to, monitoring booklets/tracking sheets, targeted social skills instruction, anger management programs, cultural support programs, employment and work experience support and programs to re-engage students at risk. Students accepted into these programs attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have
increased daily opportunities to receive positive contact with adults, additional support from a variety of staff and increased opportunities to receive positive reinforcement. Where required, higher levels of intervention result in the student receiving personalized programs explicit to the individual needs.

Redbank Plains State High School has a Case Management referral process in place (see below):

Students whose behaviour does not improve after participation in these programs, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
Intensive Behaviour Support
Redbank Plains State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The Case Management Group:
- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides strategies and adjustments outlined within the Individual Learning Plan, and works to achieve continuity and consistency.

The school based Case Management Group has a referral system in place (see flowchart above). Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies, a representative from the school’s administration and specialist behaviour services staff.

5. Consequences for Inappropriate or Unacceptable Behaviour
Redbank Plains State High School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour incidents occur, it is important that consequences are transparent. The school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

All minor and major problem behaviour incidents are recorded on OneSchool.

Minor and Major Behaviours

Minor behaviours are those that are minor breaches of the school rules and are generally dealt with by the classroom teacher. Repeated breaches of similar behaviour will be referred to the Head of Department for further action.

Major behaviours are those that significantly violate the rights of others to learn and be safe. Major behaviours are referred directly to the Heads of Department and Deans according to the Responsible Behaviour Matrix.

Definition of Consequences

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time out</td>
<td>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</td>
</tr>
<tr>
<td>Detention</td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention will not exceed 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Redbank Plains State High School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</td>
</tr>
<tr>
<td>School Disciplinary Absences (SDA)*</td>
<td>A principal may suspend a student from school under the following circumstances:  disobedience by the student  misconduct by the student  other conduct that is prejudicial to the good order and management of the school.</td>
</tr>
<tr>
<td>Behaviour Improvement</td>
<td>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or</td>
</tr>
</tbody>
</table>
| Condition | other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:  
  - reasonably appropriate to the challenging behaviour  
  - conducted by an appropriately qualified person  
  - designed to help the student not to re-engage in the challenging behaviour  
  - no longer than three months. |

| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
  - disobedience  
  - misconduct  
  - other conduct that is prejudicial to the good order and management of the school, or  
  - breach of Behaviour Improvement Conditions. |

| Cancellation of enrolment | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.  
*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.*  

The following tables outline some examples of minor and major behaviour incidents:
# Student Behaviour Supports

## IN CLASSROOM

### Major Behaviours

**Dean managed - recorded in OneSchool**

**Example Behaviours**
- Physical misconduct
- Verbal & non-verbal misconduct
- Threats to others
- Possession of prohibited item
- Property misconduct
- IT misconduct

**Possible Consequences**
- Truancy
- Stealing
- Persistent non-compliance
- Refusal to comply with Electronic Device Policy
- Refusal to comply with RPSHS Responsible Behaviour Plan

### Minor Behaviours

**Teacher managed - recorded in OneSchool**

**Example Behaviours**
- Persistent inappropriate talking
- Disruptive behaviour
- Inappropriate use of electronic device
- Inappropriate language
- Persistent lateness

**Possible Consequences**
- Referral to HOD
- Parent/Caregiver contact
- Choices given, limits set
- After-class discussion
- Detention
- Item handed in to Student Office
- Community Service

### Low Behaviours

**Teacher managed – NOT recorded in OneSchool**

**Example Behaviours**
- Not following instructions
- Refusal to participate
- Not paying attention
- Inappropriate talking
- Disrespecting others

**Possible Consequences**
- Verbal redirection/warning
- Choices given, limits set
- Moved within class
- Moved to another class (buddy class)
- After-class discussion
- Detention

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Redbank Plains State High School

Learning First… Leading Tomorrow!
### Major Behaviours

#### Dean managed - recorded in OneSchool

**Example Behaviours**
- Physical misconduct
- Verbal & non-verbal misconduct
- Threats to others
- Possession of prohibited item
- Property misconduct
- IT misconduct
- Inciting physical aggression
- Truancy
- Stealing
- Persistent non-compliance
- Refusal to comply with Electronic Device Policy
- Refusal to comply with RPSHS Responsible Behaviour Plan

**Possible Consequences**
- Parent/Caregiver contact
- Detention
- Monitoring Booklet
- Suspension
- Behaviour Improvement Condition (BIC)
- Exclusion

#### Student Behaviour Supports

**OUT OF CLASSROOM**

### Minor Behaviours

#### Teacher managed - recorded in OneSchool

**Example Behaviours**
- Inappropriate language
- Inciting physical aggression
- Unsafe behaviour
- Littering
- Inappropriate use of school or personal property

**Possible Consequences**
- Referral to HOD
- Parent/Caregiver contact
- Detention
- Community Service

### Low Behaviours

#### Teacher managed – NOT recorded in OneSchool

**Example Behaviours**
- Entering out-of-bounds area
- Low-level unsafe behaviour
- Littering
- Disrespecting others
- Teasing and low-level harassment
- Inappropriate use of school or personal property

**Possible Consequences**
- Verbal redirection/warning
- Choices given, limits set
- Community Service
<table>
<thead>
<tr>
<th>UNACCEPTABLE BEHAVIOUR</th>
<th>RANGE OF CONSEQUENCES</th>
</tr>
</thead>
</table>
| Being in possession of, using, or under the influence of an illegal drug or in possession of an implement at school or on way to or from school | • referral to Guidance Officer  
• suspension, exclusion  
• Police action                                                                                                                                 |
| Being in possession of, using, or under the influence of alcohol at school or on way to or from school | • referral to Guidance Officer  
• suspension, exclusion  
• Police action                                                                                                                                 |
| Breaking the school’s uniform policy/procedures                                     | • detention  
• parent contact by Access Teacher/Year Level Co-ordinator  
• possible withdrawal from classes/extra-curricular activities until compliant  
• confiscation of jewellery/offensive items  
• withdrawal from classes immediately if a health or safety issue                                                                                                                                 |
| Cheating                                                                            | • parent contact by Head of Department  
• resubmit  
• loss of credit for that piece/assessment  
• suspension, exclusion or cancellation of enrolment                                                                                                                                 |
| Classroom misconduct                                                                | • detention  
• parent contact  
• referral to Head of Department  
• referral to Re-engagement Centre  
• suspension, Behaviour Improvement Condition, exclusion or cancellation of enrolment                                                                                                                                 |
| Failure to complete a detention                                                     | • contact with parent from classroom teacher  
• referral to Head of Department  
• referral to Deans  
• suspension                                                                                                                                 |
| Failure to complete set assignments                                                 | • detention with teacher until work completed  
• parent contact  
• referral to Head of Department  
• referral to Senior Study Room  
• loss of credit on Senior Certificate  
• suspension, exclusion or cancellation of enrolment                                                                                                                                 |
| Failure to follow the reasonable direction of a staff member                        | • detention  
• parent contact  
• referral to Head of Department  
• referral to Re-engagement Centre  
• suspension, exclusion or cancellation of enrolment                                                                                                                                 |
| Fraudulent misconduct                                                                | • detention  
• parent contact  
• referral to Head of Department  
• referral to Re-engagement Centre  
• suspension, exclusion or cancellation of enrolment                                                                                                                                 |
| Having a dangerous item which could be used as a weapon                             | • confiscation of item  
• suspension, exclusion  
• Police action                                                                                                                                 |
| Having offensive or inappropriate items at school eg. aerosol cans, laser lights, permanent markers, water balloons etc. | • confiscation of item  
• parent contact  
• referral to Head of Department or administration  
• referral to Re-engagement Centre  
• suspension, Behaviour Improvement Condition, exclusion                                                                                                                                 |
| Knowingly entering out of bounds areas                                               | • cautioned by teacher on PGD  
• detention by teacher on PGD  
• referral to Head of Department  
• referral to Re-engagement Centre  
• suspension, Behaviour Improvement Condition, exclusion                                                                                                                                 |
| Late arrival at school or class                                                      | • detention with teacher to make up for missed work                                                                                                                                 |

<table>
<thead>
<tr>
<th>UNACCEPTABLE BEHAVIOUR</th>
<th>RANGE OF CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>without legitimate reason</td>
<td>• parent contact by teachers or administration for repeat offences</td>
</tr>
<tr>
<td></td>
<td>• referral to Head of Department</td>
</tr>
<tr>
<td></td>
<td>• referral to Re-engagement Centre</td>
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<tr>
<td></td>
<td>• suspension, Behaviour Improvement Condition, exclusion or cancellation of enrolment</td>
</tr>
<tr>
<td>Littering (including water bombing)</td>
<td>• community service or detention by teacher on duty</td>
</tr>
<tr>
<td></td>
<td>• parents contacted and student sent home if wet</td>
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<tr>
<td></td>
<td>• referral to Head of Department</td>
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<tr>
<td></td>
<td>• referral to Re-engagement Centre or suspension if repeat or serious offences</td>
</tr>
<tr>
<td>Misconduct in Re-engagement Centre</td>
<td>• extension of time in Re-engagement Centre</td>
</tr>
<tr>
<td></td>
<td>• suspension, Behaviour Improvement Condition, exclusion</td>
</tr>
<tr>
<td>Misconduct in the public domain</td>
<td>• parent contact</td>
</tr>
<tr>
<td></td>
<td>• referral to Head of Department</td>
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<tr>
<td></td>
<td>• referral to Deans</td>
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<tr>
<td></td>
<td>• suspension, exclusion or cancellation of enrolment</td>
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<tr>
<td></td>
<td>• Police action</td>
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<tr>
<td>Misconduct of an inappropriate sexual nature</td>
<td>• verbal redirection</td>
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<tr>
<td></td>
<td>• detention</td>
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<tr>
<td></td>
<td>• parent contact</td>
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<tr>
<td></td>
<td>• referral to Head of Department</td>
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<tr>
<td></td>
<td>• referral to Deans</td>
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<tr>
<td></td>
<td>• referral to Guidance Counsellor</td>
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<tr>
<td></td>
<td>• suspension, exclusion or cancellation of enrolment</td>
</tr>
<tr>
<td></td>
<td>• Police action</td>
</tr>
<tr>
<td>Misconduct on a school bus</td>
<td>• bus company action – refer to bus code of conduct</td>
</tr>
<tr>
<td></td>
<td>• suspension, Behaviour Improvement Condition, exclusion</td>
</tr>
<tr>
<td>Misuse of Internet or School Network</td>
<td>• parent contact by Head of Department</td>
</tr>
<tr>
<td></td>
<td>• withdrawal of privilege to use Internet</td>
</tr>
<tr>
<td></td>
<td>• suspension, Behaviour Improvement Condition, exclusion</td>
</tr>
<tr>
<td>Misuse of Social Media including defamation of staff or school</td>
<td>• parent contact by Deans/Deputy Principal</td>
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<tr>
<td></td>
<td>• detention/referral to Re-engagement Centre</td>
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<tr>
<td></td>
<td>• Police action</td>
</tr>
<tr>
<td></td>
<td>• suspension, Behaviour Improvement Condition, exclusion</td>
</tr>
<tr>
<td>Offensive language</td>
<td>• verbal redirection</td>
</tr>
<tr>
<td></td>
<td>• detention</td>
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<tr>
<td></td>
<td>• parent contact</td>
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<tr>
<td></td>
<td>• referral to Head of Department</td>
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<tr>
<td></td>
<td>• referral to Deans</td>
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<tr>
<td></td>
<td>• suspension, Behaviour Improvement Condition, exclusion</td>
</tr>
<tr>
<td>Physical misconduct towards another student or staff member</td>
<td>• referral to Deans</td>
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<tr>
<td></td>
<td>• referral to Guidance Officer</td>
</tr>
<tr>
<td></td>
<td>• suspension, Behaviour Improvement Condition, exclusion</td>
</tr>
<tr>
<td>Property misconduct: eg. vandalism, theft, wilful damage, etc</td>
<td>• detention</td>
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<tr>
<td></td>
<td>• parent contact</td>
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<tr>
<td></td>
<td>• referral to Head of Department</td>
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<td></td>
<td>• restitution</td>
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<tr>
<td></td>
<td>• referral to Deans</td>
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<tr>
<td></td>
<td>• suspension, exclusion or cancellation of enrolment</td>
</tr>
<tr>
<td>Selling illegal substances</td>
<td>• suspension (6-20 days), Behaviour Improvement Condition, exclusion</td>
</tr>
<tr>
<td>Smoking or possession of implements for smoking at school or on the way to school/school related activity</td>
<td>• referral to School Based Youth Health Nurse</td>
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<tr>
<td></td>
<td>• Police action</td>
</tr>
<tr>
<td></td>
<td>• suspension, Behaviour Improvement Condition, exclusion</td>
</tr>
<tr>
<td>Students acting as lookouts while a behaviour breach is occurring</td>
<td>• suspension, Behaviour Improvement Condition, exclusion</td>
</tr>
<tr>
<td>UNACCEPTABLE BEHAVIOUR</td>
<td>RANGE OF CONSEQUENCES</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Truancy</td>
<td>• parent contact</td>
</tr>
<tr>
<td></td>
<td>• make up for missed work in detentions with teachers</td>
</tr>
<tr>
<td></td>
<td>• referral to Head of Department</td>
</tr>
<tr>
<td></td>
<td>• referral to Community Liaison Officer/Deans/Guidance Officer/Deputy Principal</td>
</tr>
<tr>
<td></td>
<td>• suspension, Behaviour Improvement Condition, exclusion or cancellation of enrolment</td>
</tr>
<tr>
<td>Unsatisfactory behaviour on REAL card</td>
<td>• parent contact</td>
</tr>
<tr>
<td></td>
<td>• referral to Re-engagement Centre</td>
</tr>
<tr>
<td></td>
<td>• suspension, Behaviour Improvement Condition, exclusion</td>
</tr>
<tr>
<td>Verbal or nonverbal abuse of another student, parent or staff member</td>
<td>• detention</td>
</tr>
<tr>
<td></td>
<td>• parent contact</td>
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<tr>
<td></td>
<td>• referral to Head of Department</td>
</tr>
<tr>
<td></td>
<td>• referral to Re-engagement Centre</td>
</tr>
<tr>
<td></td>
<td>• suspension, Behaviour Improvement Condition, exclusion</td>
</tr>
</tbody>
</table>

Relate Inappropriate or Unacceptable Behaviour to Expected School Behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring Consistent Responses to Inappropriate or Unacceptable Behaviour

At Redbank Plains State High School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency Situation or Critical Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.
Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

**Immediate Strategies**
- Avoid escalating the unacceptable behaviour
  Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment
  Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner
  Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

**Reinforcement and Correction Strategies**
- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity.
- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

**Follow Up Strategies**
- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
  - recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

**Physical Intervention**
Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Redbank Plains State High School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.
Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record Keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- School Incident Report
- Student Record of Incident (as per process for Natural Justice).

7. Network of Student Support

The school endeavours to intervene and provide support drawing upon both school-based and community-based services. There services may include:

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8. Consideration of Individual Circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Redbank Plains State High School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
recognising and taking into account information relevant to the students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and

recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  o receive adjustments appropriate to their learning and/or impairment needs
  o provide written or verbal statements that will be taken into consideration in the decision making processes
  o ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related Legislation
  - Commonwealth Disability Discrimination Act 1992
  - Commonwealth Disability Standards for Education 2005
  - Education (General Provisions) Act 2006
  - Education (General Provisions) Regulation 2006
  - Criminal Code Act 1899
  - Anti-Discrimination Act 1991
  - Commission for Children and Young People and Child Guardian Act 2000
  - Judicial Review Act 1991
  - Weapons Act 1990
  - Work Health and Safety Act 2011
  - Work Health and Safety Regulation 2011
  - Right to Information Act 2009
  - Information Privacy (IP) Act 2009

10. Related Procedures
  - Safe, Supportive and Disciplined School Environment
  - Inclusive Education
  - Enrolment in State Primary, Secondary and Special Schools
  - Student Dress Code
  - Student Protection
  - Hostile People on School Premises, Wilful Disturbance and Trespass
  - Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
  - Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
  - Managing Electronic Identities and Identity Management
  - Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
  - Temporary Removal of Student Property by School Staff

11. Some Related Resources
  - Schoolwide Positive Behaviour Support
  - Code of Conduct for School Students Travelling on Buses
  - National Safe Schools Framework
  - Working Together resources for schools
  - Cybersafety and schools resources
  - Bullying. No way!
  - Take a Stand Together
Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording Voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Redbank Plains State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or
embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying\(^1\), including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

**Text Communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of Cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Special Circumstances Arrangement
Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Inappropriate Behaviour Outside of School Hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices: portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying)

Purpose

1. Redbank Plains State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Redbank Plains State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Redbank Plains State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Redbank Plains State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Redbank Plains State High School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the four schoolwide expectations and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Redbank Plains State High School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 3-step process(Stop, Walk & Talk) to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Redbank Plains State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

14. Redbank Plains State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
WORKING TOGETHER TO KEEP REDBANK PLAINS STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Redbank Plains State High School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Redbank Plains State High School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.